Feinstein School of Education and Human Development

# Special Education

**Department of Special Education**

**Department Chair: Paul LaCava**

**Professors** Dell, Hui-Michael, Imber, Lynch; **Associate Professors** LaCava, McDermott-Fasy; **Assistant Professor** Pinheiro

Students in the Department of Special Education must meet the admission and retention requirements of their major as well as the admission and retention requirements of the special education programs.

Admission Portfolio Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. )" for graduate requirements.)

B.S. Elementary and Special Education programs (i.e., Elementary Special Education (p. ), Elementary Special Education and Severe Intellectual Disabilities, and Severe Intellectual Disabilities, Ages Three to Twenty-One (p. )) allow joint admission. See “FSEHD admission requirements (p. )."

Retention Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. )" for graduate requirements.)

1. A minimum cumulative G.P.A. of 2.75 at Rhode Island College.

2. Completion of admission and retention requirements in B.S. Elementary Special Education programs.

3. A minimum grade of B- in all coursework in Special Education courses, including at least an “acceptable” rating on primary course artifact.

4. Positive recommendations from all education instructors based on academic work, fieldwork and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork and demonstrate consistent professionalism (as described above), or risk suspension and/or dismissal from the Special Education program.

Special Education B.S.—with Concentration in Elementary Special Education

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 4 | F, Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
|  |   |  |  |
| ELED 440 | Capstone: STEAM/Project-Based Learning | 2 | F, Sp, Su |
|  | -Or- |  |  |
| SPED 460 | Capstone: Specialized Language Instruction | 2 | F, Sp, Su |
|  |   |  |  |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Student Teaching in Elementary Special Education | 8-9 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 471: For students seeking dual certification in Elementary Special Education and Severe Intellectual Disabilities (SID), this will be an 8 credit course, otherwise this is a 9 credit course.

Total Credit Hours: 43-44

Special Education B.S.—with Concentration in Elementary Special Education and Severe Intellectual Disabilities

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
| SPED 435W | Assessment/Instruction: Young Students with SID | 4 | Sp |
| SPED 436W | Assessment/Instruction: Older Students with SID | 4 | F |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 4 | F, Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Student Teaching in Elementary Special Education | 8-9 | F, Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 8-10 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 471 and SPED 473: For students seeking dual certification in Elementary Special Education and SID, this will be an 8 credit course, otherwise these are 9 or 10 credit courses.

Total Credit Hours: 59

Special Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION (any content area), or SECONDARY EDUCATION (any content area).

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 435W | Assessment/Instruction: Young Students with SID | 4 | Sp |
| SPED 436W | Assessment/Instruction: Older Students with SID | 4 | F |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 4 | F, Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 8-10 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Total Credit Hours: 42

## Special Education Programs M.Ed.

There are five M.Ed. programs in special education: early childhood special education, exceptional learning needs, elementary or secondary special education, severe intellectual disabilities and urban multicultural special education.

• The early childhood special education program prepares special education teachers for children with exceptionalities from birth through Grade 2 and for their families.

• The exceptional learning needs program provides advanced study for special educators with specialization in one of two strands: autism education or specialized study in an area of professional interest (i.e., behavioral support).

• The elementary or secondary special education program results in licensure as a special education teacher of students with special needs at either the elementary or secondary levels.

• The severe intellectual disabilities program provides preparation and special education licensure for teachers of students with complex needs.

• The urban multicultural program provides advanced preparation for special educators who teach culturally and linguistically diverse students and results in RI ESL certification. .

Early Childhood Special Education M.Ed.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate course work.

3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.

4. Three Candidate Reference Forms accompanied by three letters of recommendation.

5. A Performance-Based Evaluation.

6. Completion of SPED 300 and SPED 415 or their equivalent as determined by the Early Childhood Special Education (ECSE) advisor are required for Rhode Island Department of Education early childhood special education certification

7. An application essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

8. An interview may be required.

9. An M.Ed. in special education with concentration in early childhood—birth to grade 2 requires that the student is eligible for Rhode Island certification in early childhood education (possesses certification in early childhood education). Students currently matriculated in Rhode Island College’s B.S. in Early Childhood Education program may take up to 6 credits prior to submitting documentation of Rhode Island certification as an Early Childhood Education Teacher.

Course Requirements

Program Prerequisites

SPED 300, SPED 210 (or SPED 310), SPED 415 or their equivalent *and* an undergraduate degree in Early Childhood Education are required for Rhode Island Department of Education early childhood special education certification.

Program Electives

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in research methods, chosen with advisor’s consent | 3 |  |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 503 | Positive Behavior Intervention and Supports | 3 | F (as needed) |
| SPED 513 | Characteristics/Needs of Young Exceptional Children | 3 | Sp |
| SPED 515 | Early Childhood Developmental Screening and Assessment | 3 | Sp |
| SPED 516 | Individualized Interventions for Young Exceptional Children | 3 | F |
| SPED 525 | Development of Communication and Movement | 3 | F |
| SPED 544 | Families in Early Intervention Programs: Essential Roles | 3 | F |
| SPED 615 | Assessment Practicum: Early Childhood Special Education | 1 | Sp |
| SPED 616 | Intervention Practicum: Early Childhood Special Education | 1 | F |
| SPED 668 | Internship in Inclusive Early Childhood | 3 | F, Sp, Su |
| SPED 669 | Internship in Early Intervention | 3 | F, Sp, Su |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Capstone Portfolio |  | F, Sp |

Total Credit Hours: 32

Elementary or Secondary Special Education M.Ed.

The M.Ed. in Elementary or Secondary Special Education Program is an initial certification leading to licensure in elementary (gr1-6) or secondary (gr7-12) special education.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate course work.

3. A bachelor’s degree with a minimum cumulative grade point average (G.P.A.) of 3.00 on a 4.00 scale in all undergraduate course work.

4. Three Candidate Reference Forms accompanied by three letters of recommendation.

5. A Performance-Based Evaluation.

6. Completion of SPED 300 (or its equivalent determined by special education advisor).

7. An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

8. An M.Ed. in Elementary or Secondary Mild/Moderate Disabilities requires Rhode Island certification in Elementary or Secondary Education or concurrent enrollment

9. An interview may be required.

Course Requirements

Program Pre-Requisites

SPED 300 (or its equivalent) and certification in Elementary or Secondary Education are required for Rhode Island Department of Education special education certification.

Program Elective

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 501 | Assessment in Special Education | 3 | F (as needed) |
| SPED 503 | Positive Behavior Intervention and Supports | 3 | F (as needed) |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| SPED 551 | Introduction to Multicultural Special Education | 3 | Su (annually) |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A or B below

A. Elementary Level Mild/Moderate

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 518 | Literacy for Diverse Learners: Intensive Intervention | 4 | Sp |
| SPED 662 | Internship in Elementary Special Education | 6 | F, Sp |

B. Middle/Secondary Level Mild/Moderate

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 427 | Career/Transition Planning for Adolescents | 3 | Sp |
| SPED 524 | Literacy Instruction for Adolescents: Intensive Intervention | 4 | Sp |
| SPED 664 | Internship in Secondary Special Education | 6 | F, Sp |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Capstone Portfolio |  | F, Sp |

Total Credit Hours: 32-35

Special Education M.Ed.—with Concentration in Exceptional Learning Needs

Admission Requirements

1. Completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate course work.

3.Professional license (elementary or secondary education certificate) or passing test scores on the Elementary or Secondary Praxis Principles of Teaching & Learning (PLT).

4. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all professional course work.

5. Three Candidate Reference Forms accompanied by three letters of recommendation that documents the candidate’s education and/or experience with individuals with exceptionalities.

6. A Performance-Based Evaluation that documents the candidate’s education and/or experience with individuals with exceptionalities.

7. Completion of foundational coursework in special education (SPED 531 or equivalent), and other pre-requisite requirements as determined by the Program Director.

8. An essay describing the candidate’s commitment to the field of Elementary or Secondary special education, cultural awareness, collaboration, and lifelong learning.

9. An interview may be required.

Course Requirements

Program Elective

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 503 | Positive Behavior Intervention and Supports | 3 | F (as needed) |
| SPED 505 | Oral and Written Language: Classroom Intervention | 3 | Sp (as needed) |
| SPED 518 | Literacy for Diverse Learners: Intensive Intervention | 4 | Sp |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A or B below

A. Autism Education

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 561 | Understanding Autism Spectrum Disorders | 3 | F (as needed) |
| SPED 563 | Curriculum and Methodology: Students with Autism | 3 | Sp (as needed) |
| SPED 564 | Building Social and Communication Skills | 3 | Sp (as needed) |

B. Specialized Study in Special Education

|  |  |  |  |
| --- | --- | --- | --- |
|  | THREE COURSES chosen with advisor's consent | 9 |  |

Comprehensive Assessment

The Professional Impact Project completed in SPED 648 serves as the Comprehensive Assessment for this program.

Total Credit Hours: 32